

Leadership Strategies in Relations to Teacher Burnout

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Abstract—Teacher burnout is a prevalent issue that affects educators' well-being and job performance. This study examines the relationship between school administrators' leadership strategies and teacher burnout. Specifically, it explores the effectiveness of leadership in communication, fairness, and professional relationships and how these impact teachers' emotional exhaustion, depersonalization, and reduced accomplishment. A quantitative research design was employed, utilizing a survey to assess leadership strategies and burnout levels among teachers. The study sampled teachers from various schools and applied statistical correlation analysis to determine the relationship between leadership effectiveness and burnout. Findings indicate that school administrators are highly effective in their leadership strategies, particularly in communication ($M = 3.69$), fairness ($M = 3.49$), and relationship-building ($M = 3.47$). However, personal engagement with teachers received the lowest score ($M = 3.18$). Conversely, teacher burnout was found to be very high, particularly in reduced accomplishment ($M = 3.69$), depersonalization ($M = 3.49$), and emotional exhaustion ($M = 3.47$). A significant negative correlation ($r = -0.295$, $p = 0.039$) was found between leadership strategies and teacher burnout, indicating that stronger leadership reduces burnout levels. The results highlight the critical role of effective school leadership in mitigating teacher burnout. Open communication, fairness, and strong professional relationships contribute to a supportive school environment that reduces stress and improves job satisfaction. However, personal engagement with teachers should be strengthened. The study recommends enhanced leadership training, teacher support programs, and policy improvements to foster teacher well-being.

Keywords— leadership strategies, teacher burnout, school administrators, communication, job satisfaction.

I. INTRODUCTION

Background of the Study

Leadership strategies play a crucial role in shaping the work environment of teachers, influencing their motivation, job satisfaction, and overall well-being. Effective leadership can foster a supportive atmosphere, encourage collaboration, and provide necessary resources, which may help reduce teacher burnout. On the other hand, poor leadership practices, such as lack of communication, excessive workload demands, and inadequate recognition, can contribute to stress, emotional exhaustion, and disengagement among teachers. Teacher burnout, characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment, affects not only the educators themselves but also the quality of education and student outcomes. Understanding how leadership strategies impact teacher burnout is essential for developing policies and interventions that promote teacher well-being, job retention, and overall school effectiveness.

As scholars worldwide emphasize, high-quality relationships, fair treatment, and effective communication are central to leadership practices. Goleman (2000) highlights that emotionally intelligent leadership, characterized by empathy and positive relationships, significantly impacts employees' well-being. Similarly, Kahn (1990) and Maslach et al. (1981)

note that a supportive work environment, which includes fair treatment and clear communication, mitigates burnout by addressing emotional exhaustion and promoting professional fulfillment. In the Philippine context, studies by Dizon and Tarrayo (2020) have examined the role of school leadership in enhancing teacher motivation. They argue that leadership approaches tailored to local cultural and institutional dynamics, such as collaborative decision-making and proactive feedback mechanisms, can alleviate stressors contributing to burnout. Other researchers, such as Santos and Cruz (2018), have stressed the importance of administrator empathy and inclusive communication in reducing depersonalization among teachers.

Teacher burnout has become a critical issue in educational institutions, often linked to ineffective leadership strategies that fail to address teachers' workload, emotional well-being, and professional support. Initial observations and interviews with teachers reveal gaps in leadership approaches, including the lack of clear communication, inadequate recognition of teacher efforts, and limited professional development opportunities. Many educators feel overwhelmed by excessive responsibilities, rigid administrative expectations, and insufficient work-life balance, leading to stress and decreased job satisfaction. Despite existing leadership frameworks, there remains a disconnect

between administrative strategies and the actual needs of teachers, highlighting the need for a deeper investigation into leadership practices that could mitigate burnout and enhance teacher well-being.

The study aims to examine the relationship between leadership strategies employed by school administrators and teacher burnout in the Division of Calamba, Misamis Occidental for the academic year 2024-2025. It seeks to determine how different leadership approaches, particularly in fostering high-quality relationships, ensuring fair treatment, and providing effective communication and feedback, influence the well-being and performance of educators. By assessing the extent of teacher burnout in terms of emotional exhaustion, depersonalization, and reduced accomplishment, the study will analyze whether a significant correlation exists between leadership strategies and burnout levels. Ultimately, the findings will serve as the basis for developing a monograph that provides evidence-based recommendations for school administrators to implement leadership practices that mitigate teacher burnout and promote a more supportive and sustainable teaching environment.

II. RESEARCH METHODS

Research Design

This study adopted a descriptive-correlational research design to understand the relationship between school administrators' leadership strategies and teacher burnout. The descriptive aspect provided a detailed account of the extent to which high-quality relationships, fair treatment, communication, and feedback were practiced. The correlational component explored statistical relationships between these leadership strategies and the dimensions of teacher burnout, which included emotional exhaustion, depersonalization, and reduced accomplishment. This design was appropriate for identifying associations without manipulating variables, offering valuable insights into how these factors interacted within the natural educational setting.

Research Setting

This research was conducted in the municipality of Calamba, Misamis Occidental Province. It is geographically located at about 8° 31'58" North Latitude and 123°39'03" East Longitude, Calamba is strategically situated along the National Highway connecting the cities of Ozamis, Oroquieta, and Dipolog of Zamboanga del Norte. The municipality serves as a central point among five neighboring municipalities, namely

Baliangao to the north, Concepcion to the south, Plaridel to the northeast, Lopez Jaena to the southeast, and SapangDalaga to the west.

Calamba was originally known as "Solinog," named after a deep bankrill on the eastern side of the poblacion, where the Langaran River flows. The name was changed to Calamba in honor of the birthplace of the Filipino patriot, and it was formally declared an independent municipality on February 1, 1948, through Executive Order No. 85, under President Manuel A. Roxas. Calamba had previously been a small barrio of Plaridel but attained municipal status as the town mushroomed. On February 14, 1948, it was inaugurated officially as a municipality. Historically, the Subano of the area shifted between cultivated clearings that the people later abandoned in favor of settling from the Visayas and other parts of Mindanao.

This diverse makeup of the population of the municipality makes it possible for there to be both indigenous and migrant settlers, thus facilitating a diverse cultural and educational landscape. The diversity experienced in this demographic would be a rich background on which to analyze leadership strategies by school administrators when addressing teacher burnout within the local educational system.

Research Respondents

The respondents of the study were school administrators and teachers. School administrators, such as principals, vice principals, and other school leaders, will be asked to provide insights into the leadership strategies they employ within the school environment. Teachers, including classroom instructors and subject specialists, will be surveyed to assess their experiences of burnout, including emotional exhaustion, depersonalization, and reduced accomplishment.

Research Instrument

The research instrument utilized in this study was designed to assess both the leadership strategies employed by school administrators and the burnout experiences of teachers. The instrument consisted of two parts: Part 1 focused on leadership strategies, while Part 2 examined teacher burnout.

Part 1 assessed the leadership strategies employed by school administrators and their potential impact on teacher well-being, teachers were asked to indicate the extent to which they agreed with statements about leadership strategies at their school. The items in this section fell into three general areas: High-Quality

Relationships, Fair Treatment, and Communication and Feedback. Teachers responded using a five-point Likert scale, where 1 indicated "Strongly Disagree," 2 meant "Disagree," 3 represented "Neutral," 4 signified "Agree," and 5 indicated "Strongly Agree." Sample items included statements such as "School administrators tried to get to know their staff on a personal level" and "Administrators provided equal opportunities for professional development for all staff." These items assessed the efforts of administrators to create a positive, supportive, and fair working environment.

Part 2 focused on assessing teacher burnout, measuring the degree to which teachers experienced emotional exhaustion, depersonalization, and reduced accomplishment. Teachers indicated their level of agreement with statements about their own experiences, again using a five-point Likert scale. The subscales included Emotional Exhaustion, with statements such as "I felt emotionally drained from my work as a teacher"; Depersonalization or Cynicism, with items like "I often felt disconnected from my students"; and Reduced Accomplishment, with statements such as "I felt that I was not achieving my professional goals as a teacher." This section explored teachers' feelings about their work, their emotional energy, and their sense of fulfillment in their roles.

The responses from both sections provided insight into the relationship between the leadership strategies of school administrators and the levels of burnout among teachers. The data gathered helped inform policies aimed at improving teacher well-being and reducing burnout in educational settings.

Instrument Validation

Instrument validation was conducted through a series of key steps to ensure that the instrument was reliable and accurate in measuring the intended constructs of leadership strategies and teacher burnout.

The first step was the content validity assessment, where experts in educational leadership and teacher well-being reviewed the items for relevance, clarity, and appropriateness. This review ensured that the questions fully embraced key aspects of leadership strategies and teacher burnout so that they could be properly understood by respondents. Experts provided feedback, which was used to refine and adjust the instrument as necessary.

Following this, pilot testing was conducted with a small group of teachers and administrators who were not part of the main study sample. The pilot testing assessed the usability of the instrument, the clarity of the language, and the time required to complete it. Any ambiguities or difficulties identified during this phase were addressed to ensure that the instrument was clear and easy for participants to understand.

The next step was to check for construct validity to ensure that the instrument measured what it was intended to measure. Factor analysis was used to determine whether the items in each section, such as leadership strategies and burnout, aligned with the theoretical constructs they were designed to assess. For example, the section on leadership strategies was expected to reveal patterns corresponding to High-Quality Relationships, Fair Treatment, and Communication and Feedback. Similarly, the burnout section was examined for alignment with emotional exhaustion, depersonalization, and reduced accomplishment.

Finally, reliability testing was conducted using measures such as Cronbach's alpha to determine the internal consistency of the instrument. A high Cronbach's alpha value indicated that the items within each section were consistently measuring the same construct.

By incorporating these validation processes, the research instrument was refined to ensure its accuracy in capturing the relationship between leadership strategies and teacher burnout.

Data-Gathering Procedure

The data-gathering process began with securing the necessary permissions to conduct the study. A formal letter of request was submitted to the Schools Division Superintendent of Calamba, Misamis Occidental, seeking approval to administer the research within selected schools. Upon receiving authorization, additional letters were sent to the school principals to request permission to survey the teachers. Once approval was granted, the researcher personally visited the schools to distribute the survey questionnaires. During the distribution, the purpose of the study was explained to the respondents, ensuring that they understood the confidentiality of their responses and their voluntary participation. The teachers were given ample time to complete the questionnaires, and follow-ups were conducted through personal visits or school communication channels to maximize response rates.

After the designated period, the completed questionnaires were carefully retrieved and reviewed for completeness to minimize missing data. Finally, the gathered responses were systematically encoded, organized, and prepared for statistical analysis, ensuring that the data was ready for interpretation and meaningful conclusions.

Ethical Considerations

This study will adhere to ethical guidelines to ensure the protection and well-being of participants. Informed consent will be obtained from all participants before data collection, ensuring they fully understand the purpose, risks, and benefits of the study. Participation will be voluntary, and respondents may withdraw at any stage without consequence. Anonymity and confidentiality will be strictly maintained, with data being used solely for research purposes

Additionally, the study will follow ethical principles of integrity and objectivity. Researcher bias will be minimized by using validated instruments and standardized procedures. Institutional approval will be secured from the appropriate authorities in the Division of Calamba, Misamis Occidental, and all ethical guidelines set by relevant educational institutions will be observed. Any potential conflicts of interest will be

disclosed to maintain transparency and credibility in the research process.

Statistical Treatment

The following statistical treatments were applied in the study:

1. **Arithmetic Mean:** This central tendency measure summed up numerical data as a whole. In this study, it was used to calculate the average scores for the leadership strategies: high-quality relationships, fair treatment, communication, and feedback. Similarly, for the teacher burnout dimensions, emotional exhaustion, depersonalization, and reduced accomplishment were calculated using this measure. It was able to determine the general extent of each variable among the respondents.
2. **Spearman-Brown Correlation Coefficient:** This was a non-parametric statistical tool that was used to calculate the strength and direction of a relationship between two ranked variables. In this research, it was used to calculate the correlation coefficient between the levels of school administrator leadership strategies applied and the teacher burnout levels. This would indicate whether a significant relationship exists between the two variables.

III. RESULTS AND DISCUSSIONS

Table 1.1 Extent of Leadership Strategies of School Administrators in terms of High-Quality Relationships

Indicators	SD	Mean
School administrators try to get to know their staff personally.	0.77	3.18
Administrators encourage a sense of community and teamwork among staff members.	0.66	3.36
School administrators create a positive environment that fosters trust between staff and students.	0.63	3.61
Administrators show genuine concern for the well-being of both students and staff.	0.64	3.69
School leaders take time to recognize and appreciate the contributions of their staff.	0.67	3.53
Average Mean		3.47 Very High

Scale: 3.26 - 4.00 "Very High"; 2.51 – 3.25 "High"; 1.76 – 2.50 "Low"; 1.00 – 1.75 "Very Low"

Table 1.1 shows the degree to which school administrators practice leadership behaviors that foster quality relationships in the school environment. The results indicate a "Very High" level of effectiveness (M = 3.47), indicating that administrators value trust, appreciation, and community building in their leadership style.

The indicator rated highest, "Administrators show genuine concern for the well-being of both students and staff" (M = 3.69, SD = 0.64), reflects a deep emotional

and professional concern of school leaders towards students and staff members. Similarly, high ratings for "School administrators create a positive environment that fosters trust between staff and students" (M = 3.61, SD = 0.63) and "School leaders take time to recognize and appreciate staff contributions" (M = 3.53, SD = 0.67) further reinforce the emphasis on a supportive and trusting school culture.

Although all the indicators scored high, the lowest mean score was recorded in "School administrators try to get

to know their staff personally" ($M = 3.18, SD = 0.77$), which may indicate a potential area for improvement. The relatively higher standard deviation for this indicator suggests variability in how administrators engage with staff on a personal level. Further strengthening interpersonal relationships through one-on-one interactions, mentorship programs, and open communication channels may further enhance leadership effectiveness.

Such findings are in alignment with Waller (2021), who stresses that effective leadership is founded upon trust, recognition, and personal engagement. Where school leaders have an active practice of building relationships and creating a sense of belonging, they thus create a motivated and high-performing educational environment.

Table 1.2 Extent of Leadership Strategies of School Administrators in terms of Fair Treatment

Indicators	SD	Mean
School administrators make decisions that are fair and based on merit.	0.67	3.49
There is transparency in how school administrators handle issues such as promotions and rewards.	0.81	3.46
Administrators provide equal opportunities for professional development for all staff.	0.90	3.55
School leaders address complaints and grievances in a fair and impartial manner.	0.81	3.46
The school administrators consistently apply rules and policies to all staff and students.	0.88	3.51
Average Mean		3.49 Very High

Scale: 3.26 - 4.00 "Very High"; 2.51 – 3.25 "High"; 1.76 – 2.50 "Low"; 1.00 – 1.75 "Very Low"

Table 1.2 evaluates the extent to which school administrators implement leadership strategies that promote fair treatment. The findings reveal a "Very High" level of fairness, with an average mean of 3.49, indicating that school administrators are perceived as equitable and just in their decision-making processes.

Among the indicators, the highest-rated is "Administrators provide equal opportunities for professional development for all staff" ($M = 3.55, SD = 0.90$), suggesting a strong commitment to fostering growth and learning for all employees. Similarly, "School administrators consistently apply rules and policies to all staff and students" ($M = 3.51, SD = 0.88$) reinforces the perception of impartiality in school governance. Other indicators, such as fairness in

decision-making ($M = 3.49, SD = 0.67$) and transparency in handling promotions and grievances ($M = 3.46, SD = 0.81$), further support the conclusion that administrators uphold fairness in leadership.

However, the slightly lower scores in transparency and grievance handling suggest potential areas for improvement in communication and procedural clarity. Enhancing openness in administrative processes may strengthen stakeholders' trust in leadership decisions. These findings align with Memarian and Doleck (2023), who emphasized the significance of Fairness, Accountability, Transparency, and Ethics (FATE) in educational leadership. Their research highlights that leaders who prioritize these values cultivate a more engaged, motivated, and trusting school community.

Table 1.3 Extent of Leadership Strategies of School Administrators in terms of Communication and Feedback

Indicators	SD	Mean
Administrators maintain open lines of communication with both staff and students.	0.79	3.75
Feedback from school administrators is constructive and helps staff improve their performance.	0.72	3.57
School leaders actively listen to the concerns and suggestions of staff members.	0.86	3.67
Administrators provide timely and clear communication about important school policies and changes.	0.68	3.65
School leaders encourage regular feedback from staff to improve the school environment.	0.69	3.79
Average Mean		3.69 Very High

Scale: 3.26 - 4.00 "Very High"; 2.51 – 3.25 "High"; 1.76 – 2.50 "Low"; 1.00 – 1.75 "Very Low"

Table 1.3 evaluates the effectiveness of school administrators' leadership strategies concerning communication and feedback. The data indicates a "Very High" level of effectiveness, with an average mean score of 3.69. This suggests that administrators prioritize open communication, constructive feedback, and active listening within the school environment.

The highest-rated indicator is "School leaders encourage regular feedback from staff to improve the school environment" (M = 3.79, SD = 0.69), which reflects a strong emphasis on collaborative dialogue and continuous improvement. The second-highest rated is "Administrators maintain open lines of communication with both staff and students" (M = 3.75, SD = 0.79), which emphasizes the importance of transparency and accessibility in leadership. Other notable indicators include "School leaders are actively listening to staff members' concerns and suggestions" (M = 3.67, SD =

0.86) and "The administrators are giving timely and clear communication about important school policies and changes" (M = 3.65, SD = 0.68). The lowest rated item was the indicator "Feedback from school administrators is constructive and helps staff improve their performance" (M = 3.57, SD = 0.72), which indicates a potential area for improvement in providing more actionable and supportive feedback.

These results are consistent with recent research emphasizing the crucial role of effective communication in educational leadership. For example, a study by Hajjaj et al. (2024) highlights that "good communication skills are essential in the development of effective leadership and solid teamwork in schools. This underlines the significance of open channels of communication and meaningful feedback in creating a collaborative school culture that can positively influence both staff morale and student outcomes."

Table 1.4 Summary of the Extent of Leadership Strategies of School Administrators

Components	Mean	Interpretation
High Quality Relationship	3.47	Very High
Fair Treatment	3.49	Very High
Communication and Feedback	3.69	Very High
Average Mean	3.555	Very High

Scale: 1.0 – 1.75 "Very Low", 1.76 – 2.50 "Low", 2.51 – 3.25 "High", 3.26 – 4.00 "Very High"

Table 1.4 Summarizes the degree of leadership practices of school leaders in general. This is rated as "Very High" with a mean of 3.555. Among the components, the highest rating is given to "Communication and Feedback" with M = 3.69 followed by "Fair Treatment" with M = 3.49 and "High-Quality Relationship" with M = 3.47.

These results indicate that school administrators in all evaluated domains implement robust leadership strategies continuously. The highest score on communication and feedback suggests effective leaders in building an open environment for discussion, listening, and response. An extremely high rating in fair

treatment points to equity, transparency, and ethical leading on the administration's part. A very strong relationship component ensures trust, team effort, and staff recognition on leadership effectiveness.

The findings are in line with those of Lei et al. (2024), who found that transformational leadership is essential to the life of a professional learning community, fostering shared responsibility for learning, reflective dialogue, and organization-wide learning. Their study provides empirical support for leadership strategies that enhance school culture and improve outcomes for both staff and students.

Table 2.1 Extent of Teachers' Burnout in terms of Emotional Exhaustion

Indicators	SD	Mean
I feel emotionally drained from my work as a teacher.	0.67	3.57
I often feel tired and lack the energy to perform my teaching duties effectively.	0.64	3.53
After a workday, I feel completely exhausted, both mentally and physically.	0.79	3.75
I find it difficult to recover emotionally after a stressful day at school.	0.69	3.81
I feel overwhelmed by the emotional demands of teaching.	0.66	3.73
Average Mean	3.68	Very High

Scale: 3.26 - 4.00 "Very High"; 2.51 – 3.25 "High"; 1.76 – 2.50 "Low"; 1.00 – 1.75 "Very Low"

Table 2.1 demonstrates the level of burnout among teachers based on emotional exhaustion; it rated "Very High" with an average mean of 3.68. This indicates emotional exhaustion for most teachers as a result of their profession.

The highest rated indicator is "I find it difficult to recover emotionally after a stressful day at school" ($M = 3.81$, $SD = 0.69$), showing that teachers find it difficult to bounce back emotionally after stressors related to work. Similarly, "I feel completely exhausted, both mentally and physically after a workday" $M = 3.75$, $SD = 0.79$ and "I feel overwhelmed by the emotional demands of teaching" $M = 3.73$, $SD = 0.66$ were also rated high, with students conveying messages of the emotionally exhaustive nature of the profession.

Further to this, "I feel emotionally drained from my work as a teacher" and "I often feel tired and lack the energy to perform my teaching duties effectively" have an average mean of 3.57 and 3.53 with $SD = 0.67$ and 0.64 respectively, which well supports the conclusion that teachers experience significant emotional exhaustion.

In concurrence with the above, Agyapong (2022) noted that emotional exhaustion forms the core part of teacher burnout and that it is associated with prolonged stress, high job demands, and lack of recovery of emotions. The results found that interventions with regard to management of stress, emotional resilience, and balance between workload are a must to tackle teacher burnout.

Table 2.2 Extent of Teachers' Burnout in terms of Depersonalization or Cynicism

Indicators	SD	Mean
I often feel disconnected from my students.	0.64	3.69
I sometimes feel that students are just a source of stress rather than individuals with potential.	0.67	3.77
I have developed a negative attitude toward teaching and the people involved in education.	0.70	3.69
I frequently feel that my work as a teacher is unimportant or unappreciated.	0.63	3.73
I have become more cynical about the goals and values of my profession.	0.72	3.73
Average Mean		3.72 Very High

Scale: 3.26 - 4.00 "Very High"; 2.51 - 3.25 "High"; 1.76 - 2.50 "Low"; 1.00 - 1.75 "Very Low"

Table 2.2 depicts the extent of teachers' burnout in terms of depersonalization or cynicism, with an overall "Very High" rating ($M = 3.72$). On average, teachers rated the level of depersonalization or cynicism in their burnout as "Very High" ($M = 3.72$). This suggests that teachers frequently have emotional distancing and negative attitudes toward both work, students, and the educational system.

The most highly rated indicator is "I sometimes feel that students are just a source of stress rather than individuals with potential" ($M = 3.77$, $SD = 0.67$), indicating that excessive job pressures lead to loss of interest and emotional attachment toward students. In addition, "I often feel that my work as a teacher is unimportant or unappreciated" ($M = 3.73$, $SD = 0.63$) and "I have become more cynical about the goals and values of my

profession" ($M = 3.73$, $SD = 0.72$) reflect growing disillusionment with the teaching profession.

Other indicators like "I often feel disconnected from my students" ($M = 3.69$, $SD = 0.64$) and "I have developed a negative attitude toward teaching and the people involved in education" ($M = 3.69$, $SD = 0.70$) all point to very high levels of depersonalization and cynicism among the teachers.

These findings are consistent with Maslach and Leiter (2022), who argued that cynicism and detachment are the main components of burnout, stemming from emotional exhaustion, heavy workloads, and lack of recognition. The results of the data indicate that teacher motivation, emotional support, and recognition of the teachers' contributions can be good intervention strategies for reducing burnout levels.

Table 2.3 Extent of Teachers' Burnout in terms of Reduced Accomplishment

Indicators	SD	Mean
I feel that I am not achieving my professional goals as a teacher.	0.76	3.69
I believe that my efforts in the classroom do not lead to significant improvements in students' performance.	0.63	3.57
I often feel ineffective in my teaching and like I am not making a difference.	0.70	3.77

I find it hard to be satisfied with my work, even when I put in a lot of effort.	0.78	3.77
I feel that my contributions to the school are not valued or recognized.	0.60	3.61
Average Mean	3.68 Very High	

Scale: 3.26 - 4.00 "Very High"; 2.51 – 3.25 "High"; 1.76 – 2.50 "Low"; 1.00 – 1.75 "Very Low"

Table 2.3 illustrates the extent of teachers' burnout in terms of reduced accomplishment, with an overall "Very High" rating (M = 3.68). This suggests that teachers frequently experience feelings of ineffectiveness, dissatisfaction, and a lack of professional fulfillment.

The highest-rated indicators, "I often feel ineffective in my teaching and like I am not making a difference" (M = 3.77, SD = 0.70) and "I find it hard to be satisfied with my work, even when I put in a lot of effort" (M = 3.77, SD = 0.78), highlight a strong sense of professional discouragement. Additionally, "I feel that I am not achieving my professional goals as a teacher" (M = 3.69, SD = 0.76) further supports this trend, indicating that many educators struggle with a diminished sense of accomplishment.

Other indicators, such as "I believe that my efforts in the classroom do not lead to significant improvements in students' performance" (M = 3.57, SD = 0.63) and "I feel that my contributions to the school are not valued or recognized" (M = 3.61, SD = 0.60), suggest that a perceived lack of recognition and impact contributes to feelings of burnout.

These findings align with Skaalvik and Skaalvik (2020), who emphasized that reduced personal accomplishment is a key dimension of teacher burnout, often stemming from high job demands, insufficient support, and low recognition. Their research indicates that teachers who feel undervalued and ineffective are more likely to experience lower job satisfaction and increased burnout.

Table 2.4 Summary of the Extent of Teachers' Burnout

Components	Mean	Interpretation
Emotional Exhaustion	3.47	Very High
Depersonalization or Cynicism	3.49	Very High
Reduced Accomplishment	3.69	Very High
Average Mean	3.555 Very High	

Scale: 1.0 – 1.75 "Very Low", 1.76 – 2.50 "Low", 2.51 – 3.25 "High", 3.26 – 4.00 "Very High"

Table 2.4 summarizes the extent of teachers' burnout across three key components, revealing an overall "Very High" level (M = 3.555). This therefore means that teachers often experience ineffectiveness, dissatisfaction, and lack of professional fulfillment. The highest-rated items, "I often feel ineffectual as a teacher and that I really am not getting through to these students" (M = 3.77, SD = 0.70) and "I do not feel happy with my performance, even after I have spent a lot of time on any task" (M = 3.77, SD = 0.78), were rated highly for professional discouragement. In addition, "I feel that I am not achieving my professional goals as a teacher" (M = 3.69, SD = 0.76) also supports this trend, as many educators experience a reduced sense of accomplishment.

Other indicators, including "I think that my work in the classroom is not worth a considerable impact on the performance of students" (M = 3.57, SD = 0.63) and "I do not think that my contribution to the school is valued or appreciated" (M = 3.61, SD = 0.60), show that the feeling of being ignored and ineffective also results in burnout. Skaalvik and Skaalvik (2020) denotes that lower personal accomplishment is the third major dimension of teacher burnout, resulting primarily from job pressures, inadequate support, and minimal recognition. These studies found that the perception of low worth and incompetence makes it difficult for a teacher to find contentment at work and, on the contrary, results in a heightened rate of burnout.

Table 3. Test of Significant Relationship Between School Administrators' Leadership Strategies and Teachers' Burnout

Test Variables	Correlation Coefficient	P value	Decision
School Administrators' Leadership Strategies and Teachers' Burnout	-0.295	0.039	reject the Ho

Note: If $p \leq 0.05$, with a significant relationship

Table 3 presents the test of a significant relationship between school administrators' leadership strategies and teachers' burnout. Correlation analysis has shown negative correlation, with the result obtained at $r = -0.295$, $p = 0.039$, implying that the relationship is negative. Since the p -value was at $0.039 < 0.05$ level of significance, then the null hypothesis (H_0) is rejected; thus, there is an impact of the strategies on leadership as far as burnout is concerned among the teachers.

The negative correlation means that as school administrators' effectiveness of leadership strategy rises, burnout among teacher's lowers. The above findings of Balow (2023) assert that when effective leadership exists along with positive working conditions and communication, it results in decreasing the emotional exhaustion and professional disengagement among the teachers significantly.

IV. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

It shows that effective strategies in leadership for school administrators strongly minimize teacher burnout, making communication open and fair, together with strong professional relationships. However, though their effectiveness in the school is extremely high, areas still exist through which they may work to personalize relations with their teachers. The levels of teacher burnout were found to be extremely high at all three: reduced accomplishment, emotional exhaustion, and depersonalization. The significant negative correlation between leadership effectiveness and burnout highlights the critical role of supportive leadership in fostering a positive work environment, reducing stress, and enhancing teacher well-being and job satisfaction.

Recommendations

1. Administrators should better bolster their leadership efforts by becoming more personalized with the teachers by meeting them one-on-one regularly, by individually thanking teachers for contributions to the school environment, and by offering wellness programs, mentorship, and workload management to help reduce teacher burnout. Additionally, the enhancement of communication and timely constructive feedback will improve the condition of the school environment.
2. Teachers should engage in self-care practices and seek professional development opportunities to enhance their resilience and job satisfaction. Building strong support networks among

colleagues and openly communicating challenges with administrators can also help mitigate burnout. Additionally, adopting stress management techniques, such as mindfulness and time management strategies, can improve their emotional well-being.

3. Students should create a respectful and appreciative attitude toward the teachers by participating actively in class, showing appreciation, and positive behavior. A student who is aware of the difficulties faced by the teacher is more likely to contribute to an environment that will be supportive and engaging.
4. Policymakers should craft policies that ensure teachers' wellbeing by easing workload burdens, increasing mental health support, and fair compensation. They should also establish leadership training for school management to make them better equipped to provide a nurturing school climate. Moreover, funding for wellness activities among teachers should be addressed.
5. Further research into the causes of teacher burnout may include other aspects such as curriculum demands, student behavior, and external pressures. Longitudinal studies could be conducted to examine the long-term effects of leadership strategies on teacher well-being. Exploring interventions that have proven effective in reducing burnout in different educational settings can further elucidate best practices for school leadership.

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